

Whalesong

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University of Alaska Southeast, Juneau Campus

February 6, 1998

UA President Komisar steps down Regents to seek successor

By Kyle Hopkins
Whalesong Reporter

The University of Alaska Board of Regents face a heady challenge this spring: fill the shoes of UA President Jerome Komisar.

Komisar, the University's 11th president, gave notice of resignation Jan. 7 after eight years in office. He told colleagues it was not an easy move.

"Eight years is a long time to hold this office, particularly in a period of constant financial pressure," he said in an e-mail.

The 60-year-old president told Public Affairs his future plans are uncertain, but that he wanted to give the regents fair warning of his leave in order to find a replacement.

Student Regent Annette Nelson-Wright, who described the president as a kindly grandfather-like figure, knows that won't be easy.

"I don't think Dr. Komisar can be replaced," she said. "Only the position can be filled."

Komisar's position is not unlike that of a corporate CEO, who works closely with a board of directors. In the UA's case, the president reports to the Regents, who must now search for his replacement. Komisar is arguably the most powerful individual in the three-University state system, overseeing day-to-day operations.

While Juneau-area regents regret his leaving, they say the president's resignation should not effect business as usual in coming months. His departure from the university appears to be an amiable one. University staff seem generally sad to see him go, but optimistic about the school's future. Board members assure university operations will continue to run smoothly.

"[The president] is a very dedicated man," said Juneau board member Elsa Demeska. "He cares about the university and would not leave it unattended."

According to Demeska, Komisar has committed to stay until a replacement is found. His January e-mail specifies

June 30 as the day he steps down. The Regents hope to have narrowed their search to three finalists by the end of April. They meet Feb. 5 in Anchorage to flesh out criteria for the new hire.

"Most everyone on the board agrees that we want someone from Alaska and familiar with Alaskan politics," said Nelson-Wright. She spoke fondly of the sitting president in a recent phone interview:

"He's an incredibly intelligent, bright man. He's analytical, thoughtful, and thinks things through. I think the majority of us at the university will miss him greatly."

Nelson-Wright said she personally did not see the resignation coming, but cannot speak for others on the board. Komisar was in Japan at press time, and could not be reached for comment. His Jan. 7 letter to colleagues and a UA press release the same day both address the recurrent problem of decreased state and federal funding. This was possibly a source of frustration for the former New Yorker.

According to the press release, Komisar said diminishing state resources were "the great disappointment of the last several years."

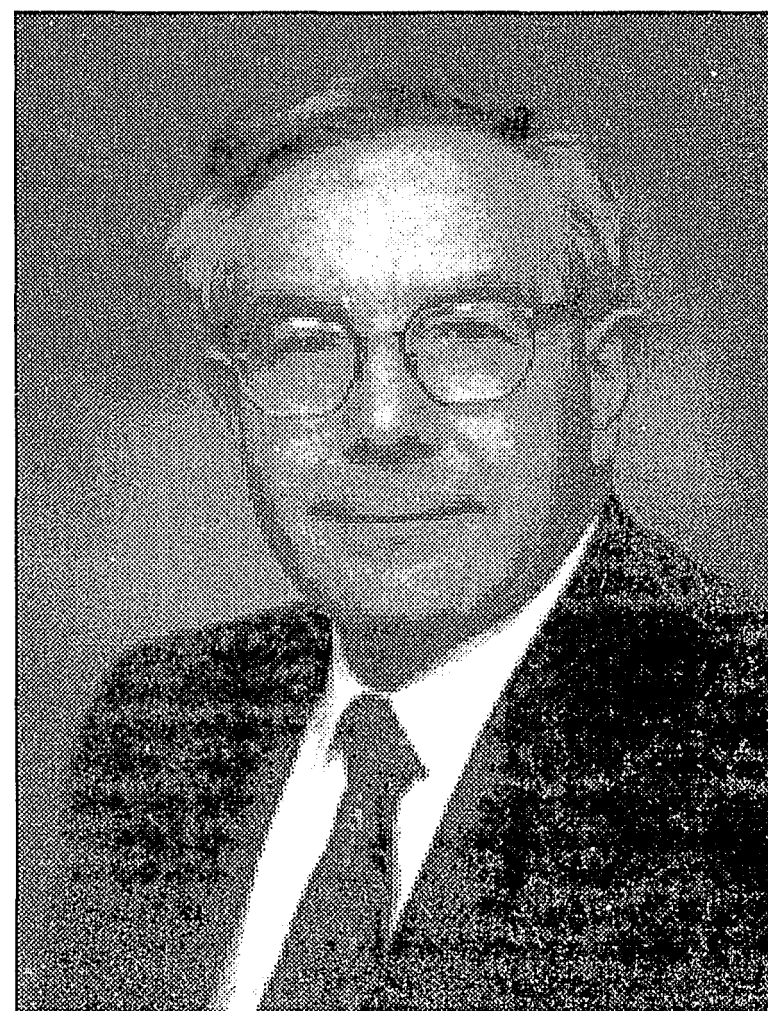
"You cannot build the University the people of Alaska want and deserve without a greater commitment of state resources," he added.

Regent Demeska did not call the budget a cause for concern. She pointed to Gov. Tony Knowles proposals of a new scholarship program for high school students and a 3-percent UA budget increase as examples of a financial upturn.

"We look forward to positive things," she said.

During President Komisar's tenure, the University of Alaska has built the Arctic Region Supercomputing Center in Fairbanks, the Aviation Technology Center in Anchorage and expanded the Fisheries Industrial Center in Kodiak. University Public Affairs says the system's dependence on state revenues dropped from 55 percent to 45 percent during his presidency.

Demeska said she is glad to play a role in hiring the new



University of Alaska photo
University of Alaska President Jerome Komisar is stepping down after eight years as head of the statewide system.

president. She called for student input, encouraging visits to the UAS website. Demeska wants student to give their two cents as to kind of president they would like to see this fall.

Regents are holding a special meeting this week in Anchorage as part of their search for a new president with Friday's agenda devoted to selecting a search firm.

Advisor encourages students to gain global perspective



Photo by Scott Foster
Advisor and adjunct assistant professor of speech, Elizabeth Schelle (right) and Sue Koester, professor of speech communications, confer during a recent student affairs conference on the UAS campus.

By Anita Patterson
Whalesong Reporter

Elizabeth Schelle is well known by students, faculty and staff throughout UAS, not just for her professional accomplishments but also for her warm smile, her enthusiasm and open nature. If you are

interested in studying abroad, volunteerism, internships or just need some friendly advice, Schelle is whom you need to speak to!

Schelle, who is originally from Los Angeles, studied at the University of California, at the Santa Barbara and Davis Campuses. She spent her senior year in Sweden, which

was to prove instrumental in determining her career. She graduated with an undergraduate degree in Rhetoric and Public Address. She then decided to study for a graduate degree in Intercultural Communications at the University of Oregon.

"When I came back in the early seventies, I went to a conference at the Speech Communication Association and discovered that there was a new area in that field just developing, which was called 'Intercultural Communications' and decided that it really fit in with what I liked and enjoyed," she said.

While at the University of Oregon she was also the director of a student-run office on international educational opportunities for work, study and travel. The program was not only available to students but also for faculty and staff. There she worked with the international students office to organize orientation programs for all new international students. As a result of her experience, she was offered a job as an International Student Advisor at the University of Washington when she finished her degree.

Schelle and her husband Kurt Schelle decided to move up to Juneau in 1979 when her husband, an economist, was offered a job with the state. Originally they had only intended to come up from Seattle for a few years as they thought it would be "a great adventure." However, they have remained in Juneau ever since and now have a 13 year old daughter, Sigrid.

However, Schelle's career changed when they first moved to Juneau.

"I had worked at the University of Washington in Seattle as an International Student Advisor and that was my field. But when I came to UAS there wasn't really an opportunity to do that, as there wasn't a very large international student population," she said, "so I worked with student services downtown at the Bill Ray Center as a student services liaison, helping students get registered and doing general office work. I then started teaching part time at UAS."

Over the years, Schelle's position at UAS has expanded as she has taken on new roles that previously hadn't existed. She has held her current position since 1994, her key areas being an academic advisor and academic study abroad advisor and adjunct faculty instructing Speech Communication classes.

What became evident on speaking with Schelle was how devoted she is to her work but also how much she enjoys it.

"I have always enjoyed speech. At school, I was involved with debate and other competitive speaking events," she said. "What I like about teaching speech classes, particularly public speaking, is helping students overcome this fear of communicating their ideas publicly and it is really wonderful to see them gain confidence in being able to speak in public, or just getting more comfortable speaking up in class."

She also stressed the importance of being able to communicate interpersonally and that the teachers learn as much as the students,

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Student debate, special election set for next week

There will be a pair of new faces at UASIC Student Government meetings by the end of the month.

Two seats were vacated after the recent resignations of representatives Rob Benitz and Michelle Hinckley, and -- after an upcoming special election -- their successors will fill those seats until after the next regular election that's scheduled for April 15.

"It's kind of a trial period," said UAS Student Government President Rosie Gilbert. It's an opportunity for someone to get involved without having to make a long-term commitment. "So, if anyone wants to give it a whirl..."

Student government representatives are expected to spend a substantial amount of time helping with events and serving on standing committees dealing with issues ranging from academic affairs to legislative issues, yet they receive no compensation.

"What you put into it is what you get out of it," said Gilbert.

As of press time, at least three students indicated that they were interested, and candidates were due to turn in their applications by 5 o'clock Friday, Feb. 6.

A candidates debate is planned for Monday, Feb. 9, at 12:30 in the Maurant Cafeteria, and members of the audience will also have a chance to pose questions.

The election is set for Feb. 11 and 12 with polling places open at the Maurant Building from 9 am to 5 pm, and at the Housing Lodge from noon to 10 pm.

UA Board of Regents come to Juneau

The University of Alaska Board of Regents will be holding their next meeting in Juneau later this month -- the first of two back-to-back regular meetings in the Capital City this year.

An agenda for the February 18-20 meeting at the Baranof Hotel won't be available until several days before it starts.

Regents are currently preoccupied with finding a replacement for President Jerome Komisar who decided to step down last month after eight years on the job. Komisar will leave his post at the end of June, and regents attended a two-day special meeting in Anchorage this week to interview search firms.

New Year's first alum

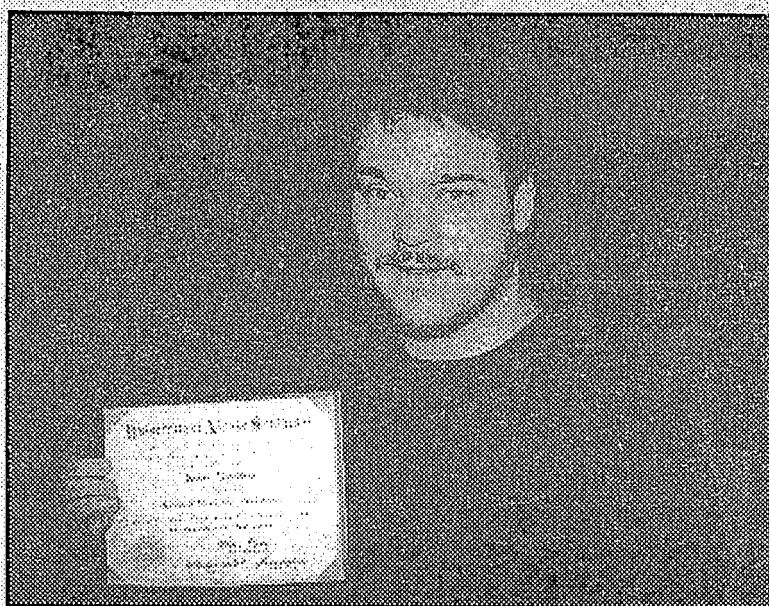


Photo by Scott Foster

Russ Nesje got a pleasant shock when he went to check up on his fall semester grades last month. It seems that Nesje -- who also works at Bartlett Hospital's psychiatric ward and at the Drug and Alcohol Recovery Unit -- had completed his requirements for a Bachelor of Arts degree in social science last semester, and his diploma was already made up and ready to go. Registrar Eileen Franson and Dean of Faculty John Pugh officiated over an impromptu commencement ceremony in the hallway of the Novatney building and presented Nesje with his degree.

UAS enrollment drops for spring '98

By Amber Lee
Whalesong Reporter

Enrollment has fallen by 9 percent at UAS this spring. According to Director of Student Services Bruce Gifford, as of Jan. 20, 605 full-time students and 1,209 part-time students have enrolled in classes at UAS.

Not all of the demographics of the student population are available, but single UAS men will be pleased to know that there are more women than men enrolled this semester. According to Gifford, "Presently there are 1,080 women enrolled, 723 males and 11 students who have not identified themselves."

On-campus housing has not been filled to capacity. "All of the family housing is full," states Housing Manager Timi Hough, "but there are 23 spaces available in Banfield Hall and five spaces in the apartment style housing." Students interested in the available housing should contact Housing Director Tish Griffin at 465-6529.

Browse through UA, Legislature on the web

Political science majors, university junkies, and web surfers can now access a variety of information related to the University of Alaska system and the state Legislature.

The University of Alaska legislative web site provides access to several data bases that include the latest information on university-related legislation -- plus links to other campuses and other student newspapers, degree programs, catalog and admissions information, and UA athletics. The site can be located at: <http://info.alaska.edu/ua/swlegis>

The State of Alaska web site is fairly well established (<http://www.state.ak.us>) and it provides a link to the Legislature's main page at <http://www.legis.state.ak.us/> Committee schedules, bill status and texts, and profiles of state legislators are among some of the information that can be accessed.

The Board of Regents web site contains everything ranging from agendas of upcoming and past meetings, to detailed information on the resignation of President Jerome Komisar. The site can be found by typing in the address: <http://info.alaska.edu/ua/bor>

Catch a Whale in your Web!
<http://www.jun.alaska.edu/whalesong>

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Take advantage of The Learning Center, its tutors, and Math Workshops.

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Math 055 THR 12pm & FRI 10am
Math 105 TUE 2pm & WED 3pm
Math 107 MON 10am
Math 108 THR 10am
Math 131 TUE 1pm
Math 200 WED 10am
Math 201 THR 10am
Math 206 WED 2pm

SPRING 1998 SCHEDULE
TLC
MON 9am-8pm
TUE 9am-5pm
WED 9am-5pm
THR 9am-8pm
FRI 9am-4pm
SAT closed
SUN 1pm-5pm
TTC
1pm-8pm
10am-5pm
closed
11am-7pm
10am-4pm
closed
1pm-5pm

The Learning Center (LIB 101) and The Testing Center (LIB 102) are on the Ground Floor of the Egan Library.

The Learning Center offers tutoring in chemistry, English, foreign languages, geography, biology, physics, history, math and writing.

TLC will be closed March 7 - 14.

Questions...Call 465-6348



Viewpoint

Mother views abortion debate in different light

By Brenda Shrum
UAS Student

Jan. 22 marked the 25th anniversary of the landmark Roe v. Wade case affirming the right to abortion. Twenty-five years later, we are no closer to a consensus on this extremely sensitive and emotional issue. Fierce political and religious wars are waged, but there is no victor. Then, women died from botched abortions, now clinics are bombed, doctors and nurses die, and so do unborn babies.

Where do we go from here, when we as a nation are more divided than ever? We may avoid talking about it or we may engage in heated debates; nevertheless, we still skirt around buried emotions in an effort to remain civil. If we do not, we may lose friendships over a topic too close to home for many, if not most, women. Perhaps we need a different perspective, a more spiritual look at this issue. I do not mean through any particular religious ideology, which many of us may or may not have, but as human beings, capable of acknowledging our own sense of what it means to be a human being. Let us acknowledge with reason and emotion our hearts and souls, and not be blinded by our self-interest or delusional rhetoric.

I am a feminist who has all my adult life believed ardently in pro-choice. In my brash, audacious youth, I limited my argument to a woman's right to abortion

since men were not held accountable for their responsibility in the conception process (i.e., they can "bail"). A woman must have control over her own body to make

her own decision of whether or not she was mature enough for the responsibility of motherhood. This was the rhetoric I clung to as I engaged in my own irresponsible sexual behavior. I was a twenty-something, single woman dangling a string of failed "relationships" with useless and irresponsible boyfriends. I never looked beyond my limited perspective because if I did, I might have to admit that, deep inside I felt abortion really was killing a baby. I would immediately discard those thoughts as they threatened to surface, for to admit this brought me dangerously close to the pro-life "fanatics." It terrified me with my liberal sensibilities to think I may have something in common with right-wing Christian fundamentalists.

When I finally became pregnant at the age of twenty-seven, I felt an overwhelming joy. I had waited for this moment for so long and all the circumstances were

right. I was married to a great guy for three years, financially comfortable, had prior experience in "raising" my black lab, things were ideal. I embraced my relationship

with my "baby" immediately. I viewed the heartbeat on an ultrasound early in my pregnancy, a tiny flashing blip of light. I heard the accelerated

throbbing of the heart through a stethoscope. At five months, I finagled an ultrasound with some trumped-up prenatal concern just so I could find out the sex of my baby. My little baby, a girl, was named Olivia long before I gave birth to her, and her ultrasound picture proudly adorned my refrigerator. I even listened to prenatal classical music that had a thump-thump-thump of a heartbeat overlaid into the music.

Since then, I have had to examine those nagging little questions that I had refused to let surface so long ago, plus many new ones. What if my circumstances had not been ideal, would I have resorted to abortion? Some women I

knew had. They each had their reasons in uniquely different circumstances. I felt compassion for a woman who was struggling to make ends meet and in a difficult relationship. And yet I felt revulsion at another woman who used abortions as a way to keep her man. She used birth control sporadically, if at all. This woman had had anywhere between five and 10 abortions, and her only audible complaint was annoyance at waiting for the scheduled abortion as her jeans began to get too tight.

Subconsciously, I quit sending money to the pro-choice movement. I just chalked it up to personal budget constraints. I threw away my voting mailer listing all the pro-choice candidates that I used to carry in hand to the voter's booth. Was I becoming one of *them*, the "enemy," the pro-lifer? What was it about my conception, my pregnancy, and my daughter that keeps me wobbling atop the fence of this issue, unable to admit either a pro-choice or pro-life stance with utter conviction?

Then I read an essay that put into words what I could not. I had divorced what was in my head from what was in my heart. Naomi Wolf, author of the essay entitled "Our Bod-

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Whalesong

Editor-in-Chief:
Matt Miller

Production Manager:
Arlo Midgett

Advertising Manager:
Michael Heiman

Photographer:
Sean Damron

On-Line Editor:
Mark Luchini

Staff Reporters:
Kyle Hopkins, Amber Lee,
Mark Luchini, Heather Montez,
Anita Patterson, Eileen Wagner

Columnists:
Lori Exford, Elizabeth Schelle

Advisor:
Kirk McAllister

Technical Consultant:
Dave Kleinpeter

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Mailing address: 11120 Glacier Highway
• Juneau, AK 99801
Telephone: 465-6434, Fax 465-6399
E-mail: JYWHALE@ACAD1.ALASKA.EDU
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Legislators consider new scholarship program

By Amber Lee
Whalesong Reporter

The Alaska Scholar's Program, mentioned by Gov. Tony Knowles in his Jan. 15 State of the Budget Address, could have a profound affect on high school and university students across Alaska.

This \$1 million program, which was first proposed on Nov. 25, will provide the top 10 percent of every Alaska high school with a four-year scholarship to any UA campus. Gov. Knowles believes the program "...will encourage more Alaskans to attend our state's public universities and provide students with an incentive to excel in high school."

"It's long overdue," said Rep. Gene Kubina (D-Valdez). "It sounds like a great program." Kubina compared it with some of the programs that have been successfully implemented in other states, such as the lottery used in Georgia to supply "B" average children with scholarships to state universities.

"When you think about it, a \$1 million program is cheap, when it's going to encourage kids to do well with school and attend Alaska universities. We're working with a \$1.4 billion budget," said Kubina.

The program will also influence universities, bringing in more students and perhaps more diversified programs. When asked how the Alaska Scholar's Program would affect UAS, Director of Student Services Bruce Gifford said, "I think that first of all it will increase enrollment. Secondly, bringing in the top 10 percent will up the academic quality of the programs here. These are good students and have been exposed to a higher level of programs in the past."

Rep. Con Bunde (R-Anchorage) believes that Alaska

Scholar's is "... a well-intentioned program, but as always the devil is in the details." The detail that causes Bunde the most concern is the question of funding. Would the money be taken from University funding or other public programs that already benefit Alaskan youth? "That would be like robbing Peter to pay Paul," said Bunde.

Bunde also questioned if this program was most needed by the students in the top 10 percent. "How many of the students in the top 10 percent of graduates already qualify for scholarships? "B" students are getting left behind," said Bunde.

"I do share the concern of the governor that many of our college students are graduating so deeply in debt, we need to ask ourselves if we are doing a disservice to encourage student loans," said Bunde. Having served on the Postsecondary Education Commission, Bunde has seen the problems that students have gotten into with student loans, and would like to see alternative options provided to Alaska students that would not allow them to avoid creating the massive debts that many students acquire during their education. "I think we've encouraged students to take out loans," said Bunde, "without understanding that they are loans."

The Alaska Scholar's Program is a small part of Gov. Knowles budget proposal, which still must pass muster with the legislature. "If the budget is approved," states the Governor's Press Secretary Bob King, "it will take a while to get the program up and running, but it is in the budget for FY '98, which will begin July 1."

As stated by Gov. Knowles, "As we improve public schools, a great way to prepare Alaskans for careers is through the University of Alaska."

Ballot question proposes funding education with Permanent Fund earnings

By Amber Lee
Whalesong Reporter

Across Alaska, a broad spectrum of educational interest groups and concerned citizens have worked to put the question of an education endowment on the November 1998 ballot. The endowment proposal calls for help using some of the earnings of the permanent fund to finance elementary and secondary education in Alaska.

The petition was spearheaded by Supporters for an Education Endowment for Kids (SEEK) and backed by educational organizations including the Alaska Parent Teacher Association (Alaska PTA), Alaska Association of School Administrators (AASA), Alaska Association of Elementary School Principals (AAESP), Alaska Association of Secondary School Principals (AASSP), National Education Association of Alaska (NEA Alaska) and the Association of Alaska School Boards (AASB). SEEK succeeded in rounding up volunteers to carry petitions and round up signatures. But, on Thursday, the state Division of Elections notified sponsors that they were at least 3,100 signatures short of the over 24,000 required to place the question on the November ballot, and they have another 30 days to make up the difference.

The effects that the endowment may have on UAS are unclear. "I can't think of any negative effects that it could have on the University," said Chancellor Marshall Lind. "As to whether it would free up more funding for the Universities, it would be my hope that it might."

Alaskans are proud of their \$23 billion Permanent Fund. It earns nearly \$1 billion a year in investment income and supplies every resident of Alaska with a yearly dividend check (now over \$1,000). Alaskans are also very adamant about protecting their dividend from the various organizations who, from time to time, try to tap into the Permanent Fund to further their own interests. This will make the creation of an Education Endowment extremely difficult.

An education fund could be created with a small percentage of the excess earnings of the Permanent Fund-after dividends are paid. In the *Juneau Report (Summer 1997, published by British Petroleum Explorer)* it stated, "By 2010, it could be providing several hundred million dollars yearly to help finance Alaska elementary and secondary schools."

When speaking about an education endowment, the most prominently asked question is; "What will happen to my dividend check?" According to material put out by SEEK, "Your Permanent Fund check will continue to grow as the Permanent Fund grows. It may grow more slowly than it has in the past, but it will continue to increase."

"You could think about how the slowed growth of the Permanent Fund will affect your dividend check, or you could think about how you will be affected if no quality education system is offered to Alaskan's children," said Carl Rose, Director of AASB and an officer of SEEK.

Currently elementary and secondary schools are funded primarily through state general funds created from oil revenues. As these revenues decline, the ability to continue funding the education of Alaska's children seems questionable. An education endowment is one possible route that we could take to create a stable secure learning environment. Without a plan for the future of educational funding, a state income tax to support Alaskan schools seems inevitable.

"A future based on oil revenue does not look good. If you have a child that is now 10 years old, by the age of 22 they will have to pay income tax to pay for education," Rose said. "Slowed growth of the permanent fund dividend checks would be traded for staying off state income tax."

Legislators from both the majority and minority parties appear reluctant to handle any issues that deal with the Permanent Fund. When asked why the majority party opposes the Education Endowment, a spokesperson from Rep. Mark Hanley's office said, "I don't think it's just this party that opposes it." He believed that most of the legislators from both the minority and majority parties would not vote for an Education Endowment.

Senator Jim Duncan (D-Juneau) has been an avid supporter of the creation of an endowment for years. Currently he has a bill very similar to the Education Endowment Initiative, the difference being that the bill would cause a constitutional amendment. "Legislators are not going to pass the bill this year," said Duncan. With little support from legislators, Duncan believes that an advisory vote would get their attention. "I believe there's substantial interest among the citizenship," said Duncan.

Even if the Education Endowment Fund does pass in November, it still has a long way to become a reality. If voters endorse the idea, the legislature could consider a constitutional amendment which will also require voter approval. Two-thirds of the legislature would have to vote for the endowment to create a constitutional amendment.

"I can think of no better principle-centered reason to create a constitutional amendment," said Rose "then for the purpose of ensuring future generations a quality education."

Center is one-stop resource for students

By Lori Exford
UAS Academic Advisor

It's the fifth week of classes. You're beginning to get into the routine of going to class, putting time aside to study, preparing for your first set of exams. Whether you're a freshman or a senior, you may feel pretty comfortable with how life is going. After all, this campus isn't very big, and considering it's the fifth week of the semester, you feel you should have your act together.

However, if you're like 90 percent of the students who attend UAS, you have unanswered questions: "I need a job. How do I find one?"

"I'm struggling in my Math class. So where can I get some help?"

"My roommate just got this application for Student Exchange. What is that and where can I get one?"

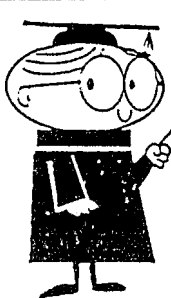
"My instructor just changed classrooms. Where can I find HA 110?"

The list goes on and on. Where can you go to get all of your questions answered? The Student Resource Center.

The Student Resource Center (SRC) is located in the Novatney Building on the Atuke Lake Campus. This is where students come to meet with an academic advisor, to see the nurse, to look for Lost and Found items, and to find out what jobs are available on and off campus. Here's a list of services the SRC offers:

- Academic Advising
- Admissions
- Career Counseling/Job Placement
- Counseling Services
- Disability Services
- Health Services
- International and National Exchange
- Internships
- Information Board & Lost and Found
- Native and Rural Student Center
- New Student Programs
- Regional Director of Student Services
- Service Learning
- WICHE and WUE programs

The Student Resource Center is the center of campus. The staff can answer your questions, point you in the right direction, or meet with you individually to discuss your needs. If you have questions about or interest in any of the above services, please stop by. Any questions you may have, we'll have the answer, or we can find it for you.



UAS Students are invited to a Financial Aid Workshop on February 18th at 10 am in the Hendrickson Building Room 110. Barbara Burnett will talk about the types of scholarships UAS awards and the cost of borrowing. Other topics include tips on writing the personal essay, soliciting letters of recommendation, finding sources of money and so forth. Following this workshop, at 11, there will be a working group on funds designated or Alaska Native students by their corporations.

Students embark on Mexican tour

Vacation trek immerses students in another culture, language

By Anita Patterson
Whalesong Reporter

While most families were making their final preparations for a traditional Alaskan Christmas, a group of 14 adventure-seeking students, led by two instructors and a student assistant were preparing to explore the wonders of ancient Mexico. With an enthusiasm born out of curiosity and excitement, they eagerly traded their winter coats and boots for sun creams, shorts and sandals.

Armed with the latest copy of the *Lonely Planet's* Guide to Mexico, which was shortly to become their bible, they gathered all their courage, energy and whatever Spanish skills they possessed and ventured into the mystical world of Mexico. Little had they known then what a culturally enriching adventure it was to be.

The group set off on Dec 22 and returned to Juneau on Jan 8. In 18 days of intensive traveling, they visited nine different places, each with its unique charm and enchanting history to tell. The trip was co-ordinated by Rick Bellagh, UAS Assistant Professor of Spanish, alongside Ernesto Appella and student assistant Dylan Quigley. However, this was no ordinary organized trip, for this "Interterm Spanish Field Experience" was offered as a three-credit course, where students were required to complete daily tasks and assignments. Although there was a general itinerary outlined, it was very much subject to change. Therefore they were presented with a tremendous challenge for it was the first time that a trip of its kind had been organized at UAS. Bellagh admits being "very nervous" as well as very excited the day before the trip departed. Working together as a team, they structured the daily classes and assignments.

Bellagh chose the places visited mainly on the recommendation of a friend who had traveled through Mexico. Bellagh himself had previously visited Mexico City and Puebla, the rest were to be a new experience for him as well as his students. Therefore there was certainly an element of the unknown involved, which only contributed to the trip's sense of adventure. All the students who participated in the trip were Spanish students, with the exception of two who were eager to share in the experience. The trip had been open to everyone, although it was only advertised through Bellagh's Spanish classes giving his students first preference.

In organizing the trip, Bellagh had a number of aims in mind. He wanted to show his students that they could do a trip like this independently, on a low budget and without fear.

"There is so much fear involved in students going into unknown situations, which they needn't have."

Obviously with regards to the language, he wanted to give his students, many of who he had been teaching for three semesters, the opportunity to use what they had learned in a context. This is something Bellagh felt was important.

"It makes so much more sense why I am learning this, it's real," Bellagh said. He also endeavored to make the trip enjoyable at the same time, as it was semester break and Christmas.

Mexico City

Their voyage of discovery commenced in Mexico City, where they came into contact with Mexico's incredibly diverse population and cultures. Bellagh commented on the great western influence on the city and described it as a "first world community, a western city" and how they used ATM machines to withdraw money.

Jim Danner, a 202 Spanish student was struck by "the old worldness of it. It was a modern city, but at the same time the streets weren't paved; they were all cobblestones. It was a real collage."

Scott Finley, an Audiology major, one of the students not currently taking a Spanish class, was struck by the distinct zones between the rich and the poor stating "it was like night and day."

While there, they had the opportunity to delve into Mexico's fascinating and impressive history and learn about the remarkable civilizations that existed at the many local museums. At Teotihuacán, which at one time was Mexico's largest city, dating back to approximately the time of Christ they visited the ruins of the Aztec city. They saw the Pyramid of the Sun which is the second largest pyramid in Mexico and the third largest in the world. Bellagh described the sight as "mind boggling."

Their next stop was Puebla, situated in the southeast of Mexico, and which has the largest concentration of Indians than any other state in Mexico, with 400,000 Indian people known as the Nahuas. What was so interesting about these people is that they spoke the same language as the Aztecs who existed approximately 400 years earlier. Here, the stu-

dents were introduced to a new cultural experience. They also visited the cathedral, celebrated for its combination of severe Herrerresque Renaissance style architecture and early baroque style architecture, which dated back several hundreds of years. They would meet at the zócalo, Puebla's central plaza, which was once a thriving market place, where public hangings, bull-fights and theater all took place and which today remains as a garden square.

Their travels then took them on to Catemaco and Montepio. They had originally planned to stay at Veracruz, but on arriving there they were not particularly impressed and so decided to move on to Catemaco. Catemaco was a small town situated on the western shore by a beautiful lake and surrounded by volcanic hills. The town made its living mostly from fishing and Mexican tourists during the summer, and it offered the group a break from the bustling cities and to breathe the fresh air. At Montepio, which was another of Bellagh's highlights, they were briefly able to relax and soak up the sun.

With so much to see and experience within such a short space of time, there wasn't much time to laze on beaches as you can imagine! Their next stop was Villahermosa, a beautiful city. Once again, they had the chance to explore the Olmec ruins (the first of the ancient civilizations that existed in Mexico). From the artifacts and fragments which are all that remain from what was at one time a flourishing city, the students were once again left to piece together in their mind what kind of people the Olmec's were and what kind of society they lived in.

Palenque

Bellagh described Palenque, the next point of exploration, as "absolutely breath-taking." Being surrounded by an emerald jungle it is easy to see why. Visiting the ruins of the Mayan City (yet another ancient civilization) was Bellagh's highlight of the trip.

"Just going through the ruins and trying to imagine what was there before really blows your mind. It was a very advanced civilization, which all vanished before the Spanish explorers came."

Robin Fiscus, a Speech Pathology major who was also not one of Bellagh's Spanish students, said that Palenque as "such a beautiful place; an entire city in ruins."

"It's just incredible. You could spend days there and not see everything. There was something very mystical about it," she said.

On to Agua Azul, which was approximately 60 kilometers from Palenque, the group was greeted by scores of dazzling white waterfalls surrounded by jungle. Fiscus also regarded Agua Azul as another of her highlights of the trip, awe struck by its natural beauty. Here the group had the opportunity to relax and swim in the turquoise pools, letting the sheer beauty of their natural environment set in. Finley recalled one night at Agua Azul when half the group decided to sleep outside in hammocks, which cost only 15 pesos (not even \$2 !). However, they were unprepared for the night's fall in temperature, as Finley tells us "we didn't realize that it would be so cold, most of us didn't have blankets. I had to put on all my extra clothes to try and keep warm." This clearly wasn't one of his highlights of the trip.

San Cristóbal de Las Casas, Chiapas was next on the itinerary. Here they had the chance to experience present day highland cultures and traditions as well as those of the Maya people as they roamed through the Indian markets.

The last port of call was Oaxaca, with its population of three million, one million of which were Indians of at least 14 different peoples, each having their own language. It was described as being a Spanish built place, with a relaxed atmosphere, energetic, cosmopolitan and remote. Monte Albán, the ancient Zapotec capital, which stands on a flattened hill top 400 meters above the valley floor, nine kilometers west of Oaxaca, provided spectacular views of the surrounding area. It was the perfect way for the group to wind down and try to absorb all the magnificent sights and adventures they had experienced, after their three weeks of action-packed traveling.

With excitement running high and with so much to do

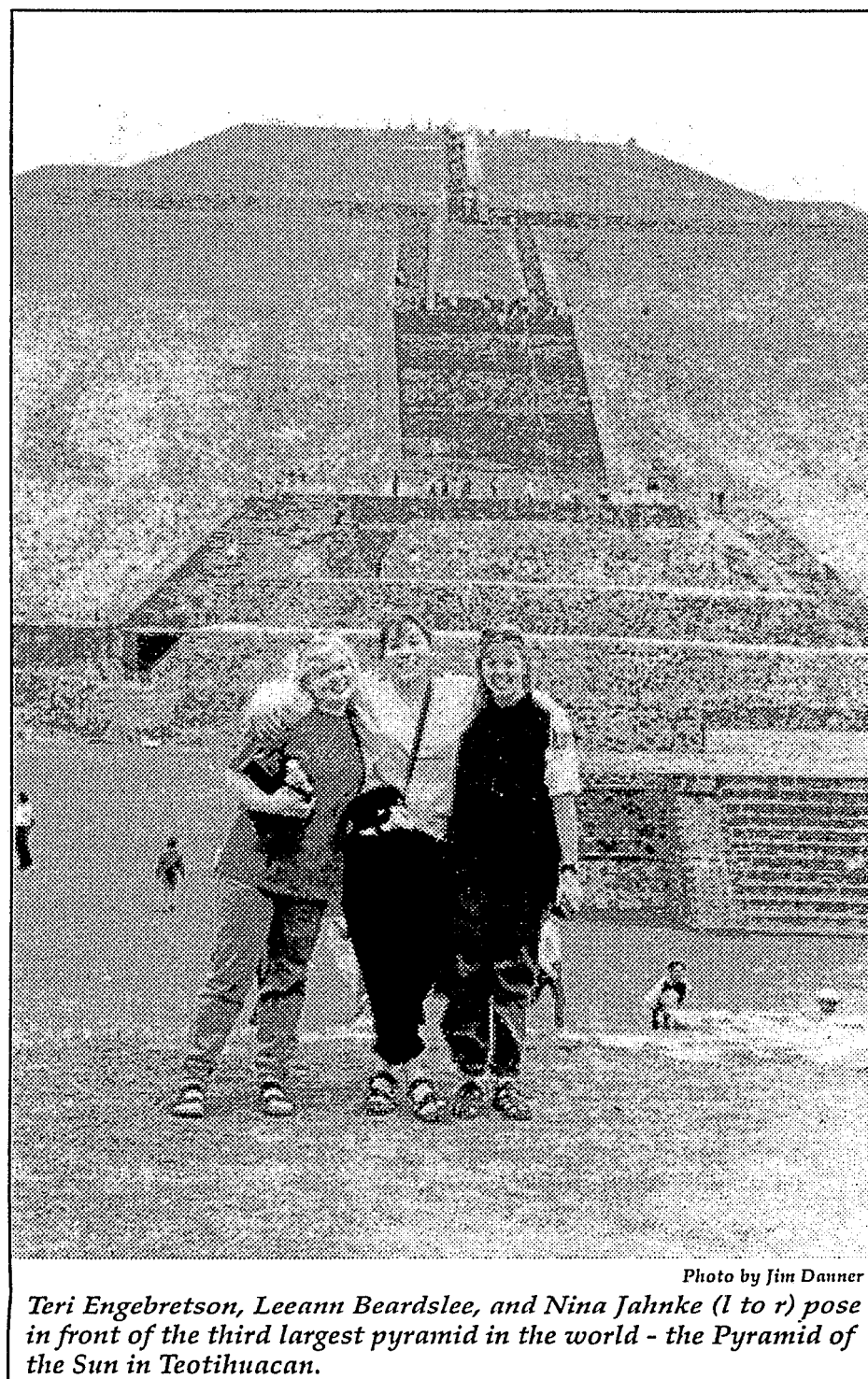


Photo by Jim Danner
Teri Engebretson, Leeann Beardslee, and Nina Jahnke (l to r) pose in front of the third largest pyramid in the world - the Pyramid of the Sun in Teotihuacan.

and see, fortunately Bellagh had already anticipated that the usual classroom style teaching would be out of the question.

"I aimed to keep it as loose as possible and to let the students determine their trip as much as possible," said Bellagh. In traveling as a group they made decisions by group consensus, which got everybody involved. He gave the students a certain control over the trip by giving them choices and allowing them to choose. Bellagh also expressed the difficulty in keeping to a class schedule. Although the group usually met in the mornings, there were mornings when they didn't meet as there was so much to experience and -- therefore -- left the classroom lessons for when they returned to Juneau.

"Obviously at times the students needed some expressions and guidance, other times there was too much to be experienced," said Bellagh, "that I left it to the students to go out and experience it for themselves and deal with real life situations."

He encouraged the students to take the initiative and make the hotel reservations for the group when they would arrive in new places.

"I could do it but I don't need the practice," he said. The group would generally split up into twos or threes and go off in search of accommodation, returning about an hour later to discuss what they had found. Bellagh also remarked that "the hardest part of the trip was the follow up, because even though I had so many ideas how to get the students involved, we had already moved on to the next place."

Fiscus described an average day where the group would stay in a cheap hotel (average of \$3-4 a night) sharing a room with four people, wake up at about 8 am. Then at the zócalo, which was a large square situated in every place, they would meet at 9 am. There they would be split into two groups according to their level of Spanish.

"After an hour of class we would all be given assignments to do, such as go and find someone to tell you the history of a building or church in Spanish. At the end of the day we would all come back and relate what we had found out to the class," she said. Fiscus also described the tasks as being "real easy, hands on tasks, which were a lot of fun to do. Although, they did take a lot of effort at first to go up to someone you didn't know."

Continued on page 12

MEMORIES OF MEXICO

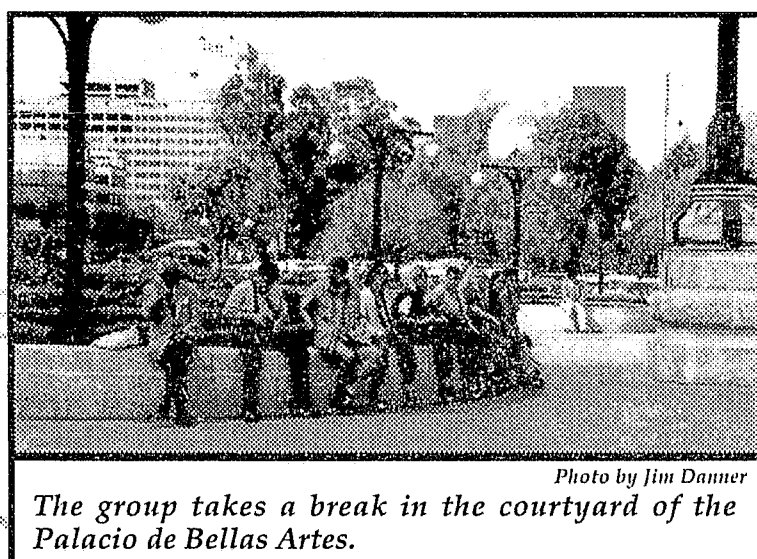


Photo by Jim Danner
The group takes a break in the courtyard of the Palacio de Bellas Artes.

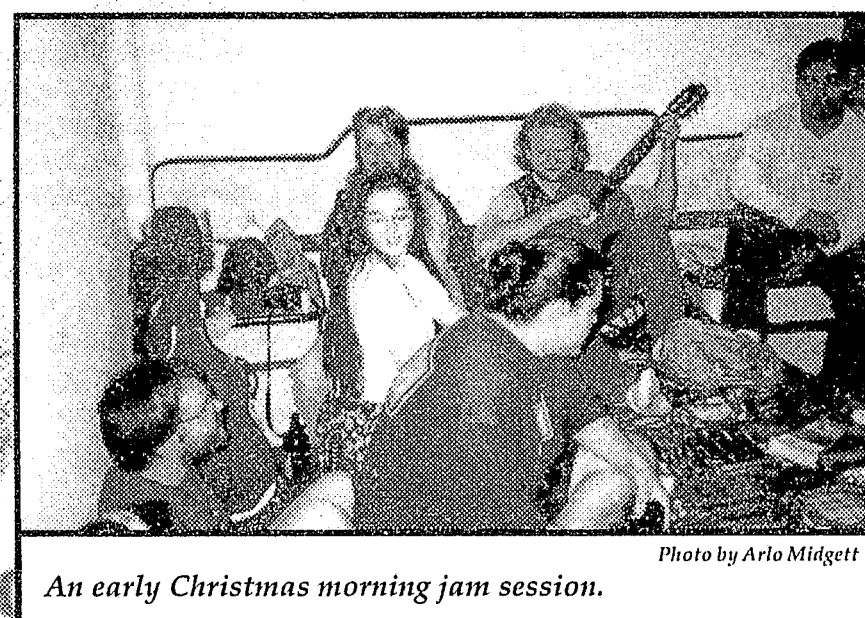
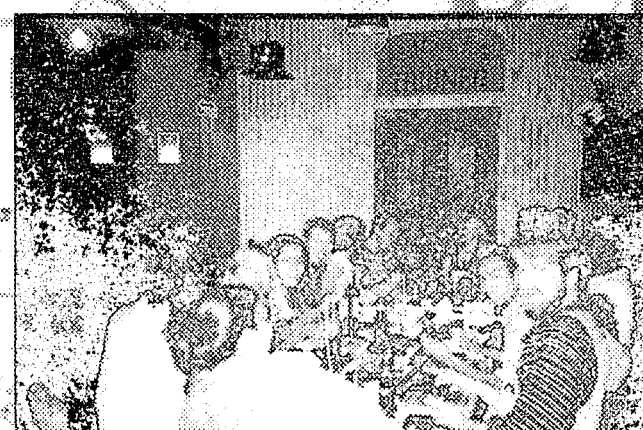


Photo by Arlo Midgett
An early Christmas morning jam session.



Our last dinner in Mexico was our first exposure to pseudo-Argentinian food.

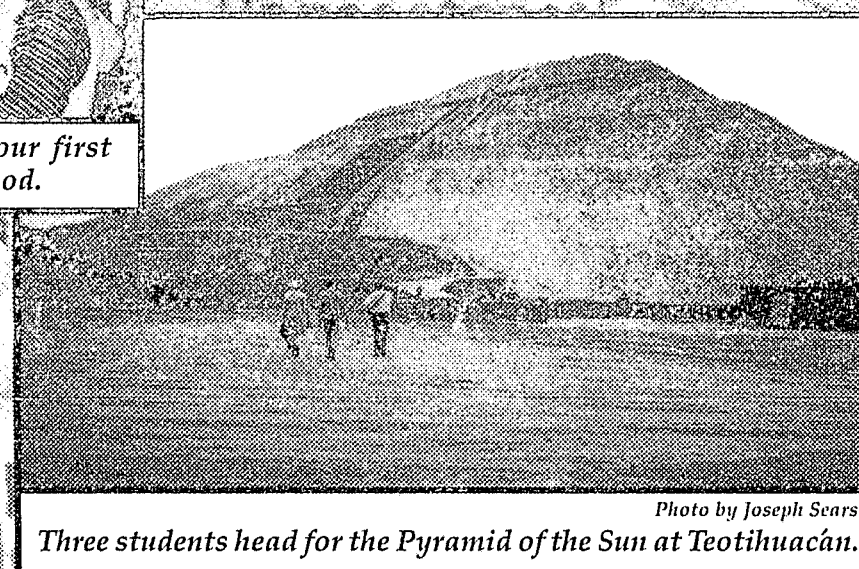


Photo by Joseph Sears
Three students head for the Pyramid of the Sun at Teotihuacán.



Photo by Arlo Midgett
Ricardo points out our homework assignment in Puebla: Ask someone about the history of the cathedral's bell.



Ricardo

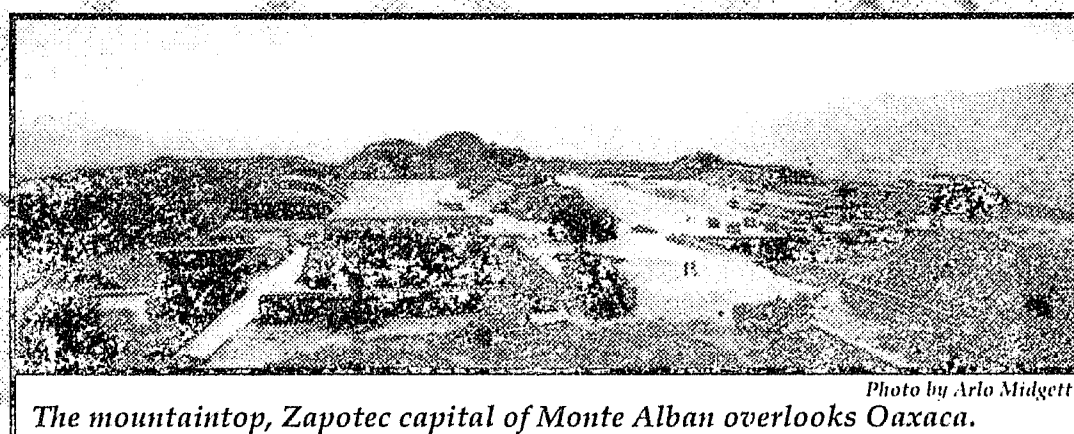


Photo by Arlo Midgett
The mountaintop, Zapotec capital of Monte Alban overlooks Oaxaca.



Violeta



Jaime



Photo by Arlo Midgett
A rewarding visit to the orphanage on Three King's Day.



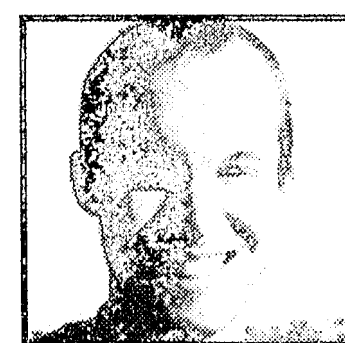
Photo by Arlo Midgett
Taking time out to view the wonder of Monte Alban.



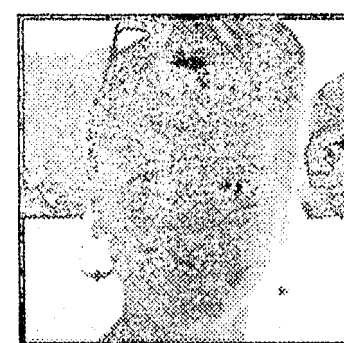
Beto



Tamara



Armando



Margarita



Sérpico



Photo by Joseph Sears
Question: How many Spanish students can you fit in a pickup? Answer: At least 16. 5 in front, 11 in back.

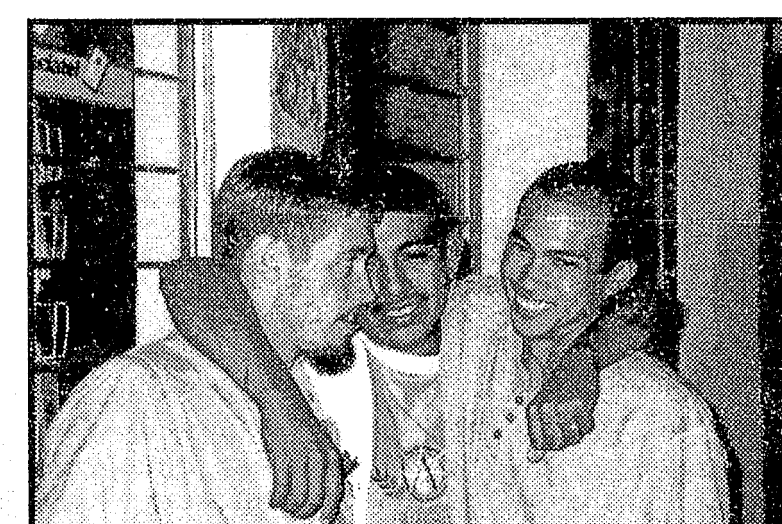


Photo by Arlo Midgett
Sérpico and Beto celebrate the new year in Palenque with an unknown Mexican friend.

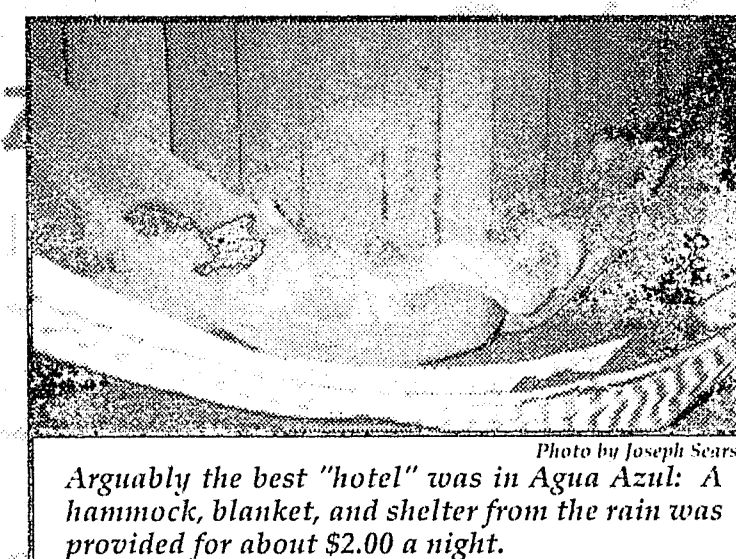


Photo by Joseph Sears
Arguably the best "hotel" was in Agua Azul: A hammock, blanket, and shelter from the rain was provided for about \$2.00 a night.

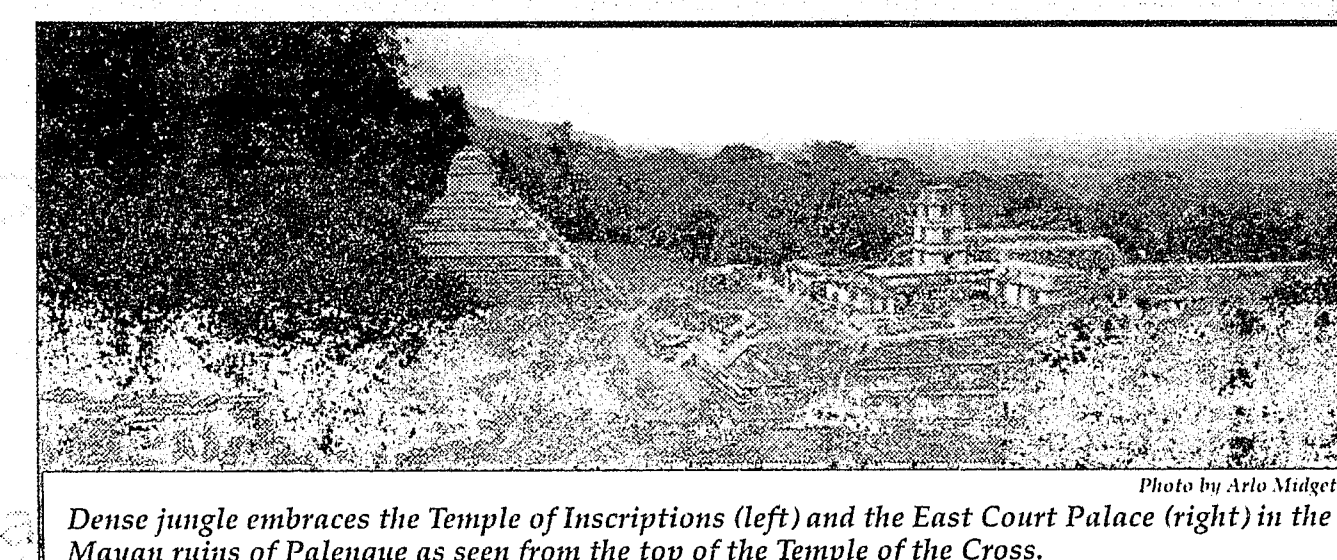


Photo by Arlo Midgett
Dense jungle embraces the Temple of Inscriptions (left) and the East Court Palace (right) in the Mayan ruins of Palenque as seen from the top of the Temple of the Cross.



Photo by Arlo Midgett
Margarita and Lupe catch a quick siesta in the back of a cab.

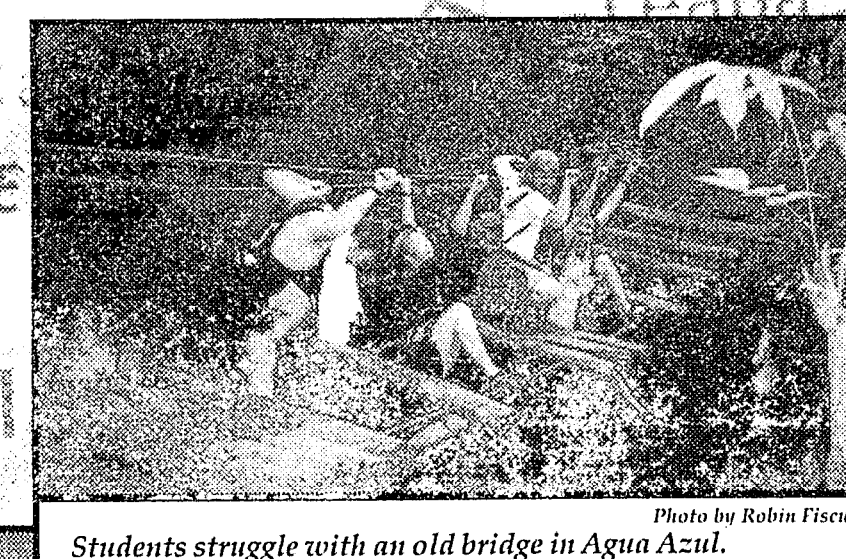


Photo by Robin Fiscus
Students struggle with an old bridge in Agua Azul.

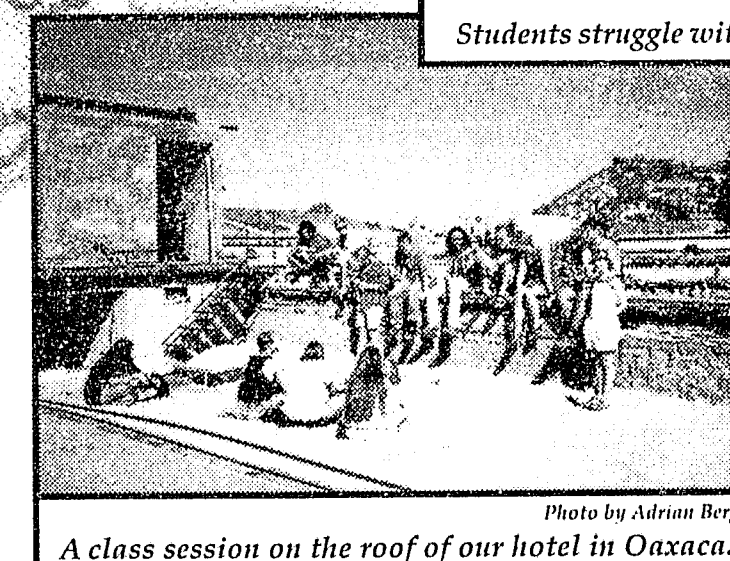


Photo by Adrian Berg
A class session on the roof of our hotel in Oaxaca.



Magu



Maravilla



Pepe



Mateo



Rico



Isabel



Lupe



Rosa

Abortion . . .

Continued from page 3

s, Our Souls," argues: "[W]e need to contextualize the fight to defend abortion rights within a moral framework that admits the death of a fetus is a real death; that there are degrees of culpability, judgment and responsibility involved in the decision to abort a pregnancy; that the best understanding of feminism involves holding women as well as men to the responsibilities that are inseparable from their rights; and that we need to be strong enough to acknowledge that this country's high rate of abortion—which ends more than a quarter of all pregnancies—can only be rightly understood as what Dr. Henry Foster was brave enough to call it: 'a failure.'"

Many of us remember Wolf as the woman who wrote *The Beauty Myth* regarding society's impossible standards of feminine beauty and the all-encompassing destruction it brings. She also talked about photographic manipulation of women's bodies in the media that stretches out the body image of models in ads and catalogues, making us believe we were viewing an actual woman's body, hence our struggle to attain the impossible. Many were shocked to discover this deception. Now, Wolf brings her wisdom to the abortion issue. The following summary precedes Wolf's essay in *Vice and Virtue in Everyday Life*, a book that is required for the Ethics course at UAS: "[Wolf] argues that some members of the pro-choice community are not being truthful in the way that they argue for a pro-choice stance on abortion. By refusing to take abortion seriously as a moral problem, they avoid condemning it as a moral iniquity. This leaves the pro-choice movement open to the charge that it shares a cheapened view of human life. This cheapening is manifest in the words of former Surgeon General Joycelyn Elders, who chastised pro-life proponents, saying: 'We really need to get over this love affair with the fetus.'" Wolf notes that the original Jane Roe in the Roe v. Wade decision, Norma

McCorvey, now regrets the role she played as a symbol of the pro-choice movement. It is not that McCorvey no longer believes in the women's right to choose, for she says: 'I'm in the mushy middle.' Though she would not outlaw abortion, McCorvey is now against permitting abortion after the first trimester.

Wolf cautions the pro-choice movement to become more sensitive to the feelings of the majority of women. For unless the pro-choice movement shows itself morally sensitive to the tragedy of abortion, it will rightly be accused of being callous and suffer the political consequences. "Using amoral rhetoric, we weaken ourselves politically, because we lose the center."

I, like Norma McCorvey, am in the mushy middle, unable to swallow pro-choice rhetoric that an aborted fetus is nothing more than "uterine material" and unable to believe that the "Big Brother" government has the right to legislate a woman's right to choose. McCorvey herself still supports abortion rights through the first trimester but is horrified by the brutality of abortion as it manifests itself more obviously further into a pregnancy. She does not respect the black and white ideology on either side and insists on referring instead to her conscience. What McCorvey and other Americans want and deserve is an abortion-rights movement willing to publicly mourn the evil—necessary evil though it may be—that is abortion. We must have a movement that acts with moral accountability.

According to Wolf, and as I also feel, we must see both beings as alive and interdependent—seeing life within life—and acknowledge that sometimes, nonetheless, the woman must choose her life over the fetus's. We dehumanize ourselves by dehumanizing the creature within. The argument over fetus viability—when does life really begin—is the argument most detrimental to the pro-choice movement. With-

out this acknowledgment, we must harden our hearts and swallow our pain, pretending our pain, and the baby, does not exist.

With feminist rights comes feminist responsibility; the right to obtain an abortion brings with it the responsibility to contracept. Fifty-seven percent of unintended pregnancies come about because the parents used no contraception at all, according to Wolf's research. Some may be too poor to afford contraception; others are victims of rape, coercion, and incest. But they also include millions of college students, professionals, and middle- and upper-middle-class that are simply careless. Many of these are not doing being responsive only to themselves.

Abortion should be legal; it is sometimes even necessary, just as war is legal, and sometimes necessary. But in warfare, we do not deny the humanity of our soldiers; we mourn them and honor them. So, too, we must not minimize the value of the lives involved or the sacrifice incurred in letting them go. Wolf says we must uphold abortion rights within a matrix of individual conscience, atonement and responsibility to correct the logical and ethical absurdity in the pro-choice position—and consolidate the support of the center.

When a *Newsweek* poll asked about support for abortion using the rare phrasing, "It's a matter between a woman, her doctor, her family, her conscience and her God," a remarkable 72 percent of the respondents called that formulation "about right." This represents a gain of thirty points over the abortion-rights support registered in the latest Gallup poll, which asked about abortion without using the words "God," or "conscience." When participants in the Gallup poll were asked if they supported abortion "under any circumstances" only 32 percent agreed; only 9 percent more supported it under "most" circumstances. Wolf makes it clear abortion rights are safest when we are willing to submit them

to a morality beyond just our bodies and our selves.

How can one believe that abortion is killing and yet remain pro-choice? One could try to use contraception for every single sex act; if one had to undergo an abortion, one could then go to work to provide contraception, or jobs, or other choices to young girls; one could give money to programs that provide prenatal care to poor women; if one is a mother or father, one can remember the aborted child every time one is tempted to be less than loving—and give renewed love to the living child. Let us not leave legislation to work out right and wrong. "God" or "soul," or if you are secular and prefer it, "conscience" is precisely what is missing from pro-choice discourse. Without these words, we limit the way we think about abortion. With them, a woman may face the realization that she has fallen short of who she should be. She may then take responsibility for her decision, mourn her loss, and atone for that. By acknowledging the spiritual loss, she may then work to mend her soul.

By not choosing abortion, I may acknowledge that my baby was my *baby* from the moment of conception, and cherish every moment of my pregnancy as one of creation and life. The loss of two other *babies* due to ectopic (tubal) pregnancies are losses society allows me to mourn, and I may think of those two babies in terms of family lost. But women who have, regrettably, been forced to choose abortion are not allowed to grieve, to talk about their loss, nay, not even acknowledge the loss to themselves. Naomi Wolf calls upon us to use the language that would call upon respect and responsibility, grief and mourning. Describe the unborn and never-to-be-born with the honest words of life.

Brenda Shrum is a senior in BLA/Communications.

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Schelle . . .

Continued from page 1

stating "we are always learning to be better communicators."

With regards to her role as an advisor Schelle believes that advising is like teaching "in that students come with their hopes and dreams and you can help them to get on track." When Schelle speaks about her role as an international exchange advisor, her sheer enthusiasm and value for the program is evident. Her interest in the program stemming from her own personal experience and "just knowing what a life changing-experience it is, living in another culture, day to day, doing the same routine as everyone else."

"It's so hard to explain to people the value of it, you just want people to experience it, to show them that they ought to do it and now is the time to do it, when they are young, more free and have more flexibility in their lives." She further explains how the program that she participated in allowed her to study abroad for about the same cost as it would to study at her home university and "that was wonderful." One of her main aims in devising international programs was to offer students a similar opportunity, because "often study abroad programs are prohibitive due to the cost. I think that with ISEP (International Student Exchange program) and some of the other programs that we are exploring, students will have this opportunity. It's like a club that you want everyone to belong to."

Another aspect of Schelle's work is promoting internship programs.

"It gives students practical experience in the community or sometimes there are international internship opportunities that can be explored," she said. "By doing an internship, it may help you realize that this is really the profession for you or maybe not for you, but at least you have an opportunity to see that." Schelle emphasizes how she loves helping people realize opportunities that they thought were not within their reach.

Tiffany Sargent

A perfect example of the message that Schelle is endeavoring to convey is Tiffany Sargent, a UAS Political Science student. She was born and raised in Juneau and had never been outside Alaska in her 21 years when she decided to participate in the exchange program. She spent the 1996/1997 academic year abroad, at the University of Hull in England, where she studied International Politics. Before she left Juneau, she had considered herself very set in her ways and thought that she was sure about what she wanted to do with her life. All changed dramatically during her time in England.

She describes how her first week was an absolute disaster where the house she was living at was broken into, she didn't know anybody and how she spent most of the first semester wanting to come home. However, the transition occurred when her parents came over to visit her in England at Christmas.

"Everything I thought I believed in, cared about and valued changed. I gained so much confidence in myself. My whole career goals and perspective on life changed."

She spent the second semester not wanting to come home. She described her year abroad as "fantastic" and as being "the best year of her life!" She is now looking to return to England where she feels she would like to stay.

"I owe it all to Elizabeth, without Elizabeth's help it would never have happened," Sargent said. "I would do it

again in a heart beat". Sargent is just one of many students from UAS whom have benefited from such programs.

Cindy Scholten

Cindy Scholten, an Educational Research major from the Netherlands, along with this reporter, an English student, are currently participating in the ISEP Program. Scholten decided to participate in the program, as she wanted the experience of living in another country and meeting different people.

"I was originally planning to come to the states in the summer for a holiday, but when I heard about the ISEP program I thought it would be a great opportunity to spend

"People have different ways they express their creativity and I fortunately feel like I can do that in my job, with new ideas and how to do things, how to teach some things..."

a semester in the States and really see the people and the country," Scholten said.

For my part, I thought it was an excellent opportunity to travel, which could not be missed. For I could study the same course in England, where I had spent the last 21 years of my life, or take the opportunity to experience another country, culture and environment for the same price. For me there was no question about what I was doing. I am just so grateful that there are so many programs to choose from, such as the ISEP program and I would encourage anyone to take advantage of them.

Schelle stressed the importance of international experiences in today's society where international relations are growing rapidly.

"Having some kind of inter-cultural perspective might make people more marketable. You find many of the world leaders, if you really go back in their education had some kind of overseas experience," she said.

She also emphasized the necessity of having sensitivity to other cultures.

"Often just because someone looks the same as us and speaks English, we assume that they are similar," Schelle said. "However, it's not until we actually talk to them and find out what their values are and their perspectives on the world, that you realize that you can't make these assumptions."

Global Connections

Schelle is also advisor for the Global Connections Club, which has just adopted the slogan "the world is our campus." She considers this logo to be very appropriate. "We may be in this little campus in Juneau, the campus which educates our students is much broader, they can go anywhere in the country or the world. There are other horizons."

These are important messages that Schelle is seeking to communicate to students. However, she also believes that students do not have to go abroad to experience another culture or broaden their outlook on life, for they can do that within the community too. That is why she encourages students to do more volunteerism or even "service learning," where students can earn credits for doing some volunteer work with a non-profit agency in the community. She recalls students who had worked as a volunteer at the Glory Hall, which is basically a soup kitchen.

"The students had never been around homeless people before and just that experience of talking with someone who is homeless and realizing this could be me and that there isn't such a difference between me and someone who has just had their world fall apart," she said.

After living in Los Angeles and Seattle, the size of the Juneau campus is something that Schelle appreciates.

"I really enjoy being at this size of a University, where you can help change things and make them better," she said. "You really can be of help and you can actually talk with administration, faculty or anyone who's involved to make things happen."

Schelle expressed the deep sense of satisfaction she receives from her work.

"I feel very content with what I am doing. When I was organizing my year abroad in Sweden -- the woman who helped me with the process -- I remember thinking then what a great job! Helping students to do that is wonderful and then

being able to combine it with teaching is really a perfect balance for me," she said.

However, Schelle acknowledges the necessity of making time for yourself, no matter how hectic your workload is.

"Making time for some creative outlet, for me, if I can try and so some art, as it is a part of me, whereas for other people it may be writing or maybe gardening. People have different ways they express their creativity and I fortunately feel like I can do that in my job, with new ideas and how to do things, how to teach some things, change my syllabus and be creative in that way."

It's also important to recognize different times in your life.

"Now that I have a child growing up, it is important to have time with her and find ways to incorporate things that we both enjoy into our life," she said.

New Projects

Schelle is currently working on a number of projects, which she hopes to see succeed in the near future. She informs us how "we are just affiliating with the new Northwest Council on Study Abroad (NCSA) and I'm enthusiastic about it as it not only gives students another option and more short term and summer options, but it is also a program where our faculty can apply. Faculty from the member colleges and universities of NCSA can apply to teach a class at one of their primarily European sites." She describes the program as being "an exciting opportunity for faculty members." She is also aiming to co-ordinate statewide with Anchorage and Fairbanks on the ISEP program.

She is currently working with the Office of Academic Exchange and Internships to catalog the resource library, which they are hoping, will be done in a couple of months. This is another project she is eager to see succeed.

"We will have a resource room where students can get on a computer, check a database and find out about study, volunteer work or internships overseas. We have resources for students, faculty and staff." She is also working with a team of people trying to coordinate the local internship programs better.

"So that internships available are more accessible to students, where employers can let us know and we can distribute the information. Along with providing faculty with some support when they are trying to help students put an internship together."

Last, but not least, she is team-teaching a leadership development course with Sue Koester, Professor of Speech Communications. This semester they are combining the course with group communications, in order to find ways to take the leadership development course and team it with some other topics or classes.

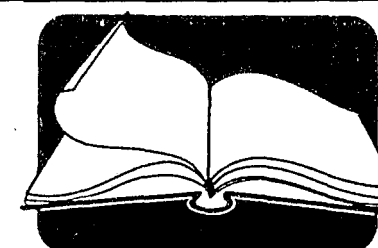
Schelle genuinely cares about her students, which is clear from her friendly and patient approach to students.

For as Trina Ivy, a major in Management and who has also worked with Schelle for the past three years stated, "Every time a student steps into her office she has a smile on her face. She is always willing to work with students individually. No matter what the circumstances are in her office, she is always willing to help, even though she may be busy in some project or working on her computer. If a student needs her, she is willing to take that extra moment to help."

Ivy, who has also taken Speech Communication classes with Schelle, said of her teaching "she likes to work individually with students and then as a whole class. She also brings people together, not just as a group but as friends."

Ivy remarked how many students, being so impressed by Schelle's kind-hearted and friendly nature would only have her as an advisor or a teacher. Ivy regards Schelle's greatest success to be "her ability to bring ISEP students to the university, to convey over e-mail or snail mail that this is a wonderful university, full of opportunity, that we are here for education."

"If there were a few more advisors and teachers exactly like Elizabeth, it would be wonderful for the campus," Ivy said.



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Using your head against lice

By Michael Heiman
Whalesong Ad Manager

Students at the new Residence Hall were itching over more than just making it through finals last semester when a small lice infestation broke out, responsible for a three-day quarantine of the student lounge in the Mourant Building, and a cleaning frenzy at student housing. The contagion alert lasted only 10 days, but was enough to unnerv many students during *hell week* (the week before finals). A little knowledge about *Pediculus capitis*, or head lice, would dismiss many of the myths about the creatures and help people identify lice quicker and get rid of them more efficiently.

Lice don't fly! They are not airborne but are spread by direct skin to skin contact and pre-heads of hair. A person's infestation does not reflect poor hygiene or lack of cleanliness, but rather their socialization skills and recreation habits. They are spread by skin touch and the sharing of combs and brushes. Head lice are wingless parasites that live on human beings - not on cats, dogs, or other animals. In fact, the longest lice can live without human contact is approximately 10 days. They puncture the skin and feed on blood, their staple of energy. It is their saliva that causes the skin rashes and itching. Their eggs or nits are laid on hair shafts usually at the nape of the neck or behind the ears and are incubated by body heat.

The treatment of head lice is best performed by a two-stage process. First the adult lice are killed then the eggs are removed. Pediculicides are lotions and shampoos used to kill the adult lice and can be purchased at most drug stores or pharmacies without a prescription. Lindane (Kwellada(tm)) and permethrin (Nix(tm)) are the most common. Lindane has a long history of success, however, it should not be used in young children or pregnant women because it can be absorbed through the skin causing nervous system problems. For the same reason, Lindane should not be applied to broken skin or immediately after a hot bath when pores are open and able to absorb the drug. Permethrin is a newer pediculicide related to chrysanthemum extracts which historically have been recognized as natural insecticides. While Lindane is available as shampoo and lotion, permethrin is used as a cream rinse after shampooing with regular shampoo. Two applications are recommended a

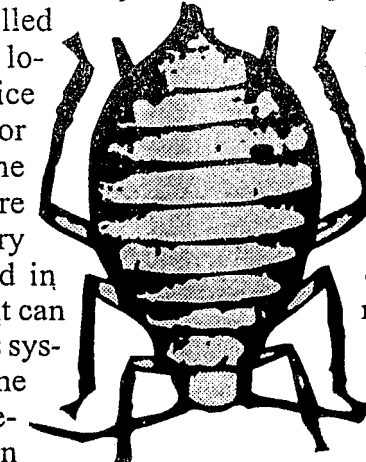
week apart so that any eggs that may have hatched are killed with the second treatment. Both treatments must be left on the hair long enough to be effective. Follow all instructions on the anti-lice lotion or shampoo you purchase. Non-compliance with these treatments is the leading reason why the delousing process fails.

Extensive and deep combing of hair with a fine tooth comb (not a pic) will remove lice eggs. The eggs have been fastened to the hair shaft with a glue-like substance excreted by the adult louse and are sometimes difficult to comb out. A solution of water and vinegar (1:1) applied to the hair and left to soak for about one hour will help to dissolve the glue and make egg removal easier, but do not confuse this with the myth that vinegar will make hatched lice release their grip on human hair. Another myth that should be quickly discarded is the usage of citric acid or kerosene to remove lice. This approach can produce detrimental side effects on the user. And, although short hair is hip here in essary to cut long head lice.

You will want to prevent reinfestation by scarves, hats, bed in water as hot as on the hot cycle of the dryer. If the clothing cannot be cleaned or pressing will work. Avoid wearing previously infested clothes for about a week by which time any living lice will have starved to death. Mating and laying eggs takes a lot of energy from the head lice, and if they cannot eat, they cannot get the energy to reproduce.

Combs, curlers, and that favorite brush your mom gave you do not have to be thrown out. They can be soaked in a solution of Lindane shampoo or 2% Lysol. Lice are only able to live on human beings, but for your peace of mind, shampooing or vacuuming mattresses, carpets and furniture will ensure no lice remain. Avoid contact for about a month with other contaminated personal effects you cannot readily clean or place in a plastic bag.

Don't be mortified if you hear about a head lice problem in the future. Calm and collective reasoning will help you combat this problem. Head lice should not be an unknown "bug" to fear anymore. There should be no more stresses accounted to lice on students hear finals week or at any other time...because we already have to deal with deadlines...and minimum page requirements...and memorizing the quadratic formula...and...



Have you seen your advisor lately?

By Lori Exferd
UAS Academic Advisor

You may be asking yourself: Who is my advisor? Do I have to have one? I just saw him a month ago, do I have to go back? Many students do not understand why they have an advisor or even know who their advisor is.

The university does not require that you have an academic advisor, but highly recommends that you do meet with one. Typically, first-time students meet with academic advisors in the Student Resource Center (SRC) through their first 30 credits. Students in certificate (one-year) or Associate of Applied Science (two year) programs are usually assigned a faculty advisor in their degree program immediately. A student pursuing a four-year degree receives a faculty advisor once they complete 30 credits.

What can an academic advisor do for you?

He or she can speak with you about your career aspirations, make recommendations about degree programs, answer financial aid questions, assist you in choosing your classes each semester and sequencing them for your college career, and give you resource regarding study skills, time management and a variety of other student success techniques. In addition, an academic advisor can serve as a resource for you as you speak with your in-

structors, if you're thinking about transferring, or if you need referrals to other professionals.

A faculty advisor can do many of the same things with you. Faculty advisors are the experts in your degree program and work with you very closely to sequence your degree requirements throughout your college career.

If you've been assigned a faculty advisor, that doesn't mean that you cannot still see an advisor at the Student Resource Center. The SRC advisors are available for all students.

What if you don't know what degree program you want to pursue?

This is the best time to make an appointment with an academic advisor. The advisors have resources that can help you learn about your strengths and interests. And they can also help you pick classes that will eventually apply to a degree program.

How often do you need to see an advisor?

As often as you want, really. Many students only meet with their advisor during registration for the upcoming semester. If you are trying to plan for your future classes, if you have any questions about your current classes, financial aid, study abilities, or if you are currently struggling in your classes, stop by to see an advisor. The more active you are in your academic career, the more successful you will

be. Knowing where and who your resources are is the first step to academic success!

Advising is located in the Student Resource Center in the Novatney Building. You can call 465-6457 to set up an appointment, or stop while you are on campus.

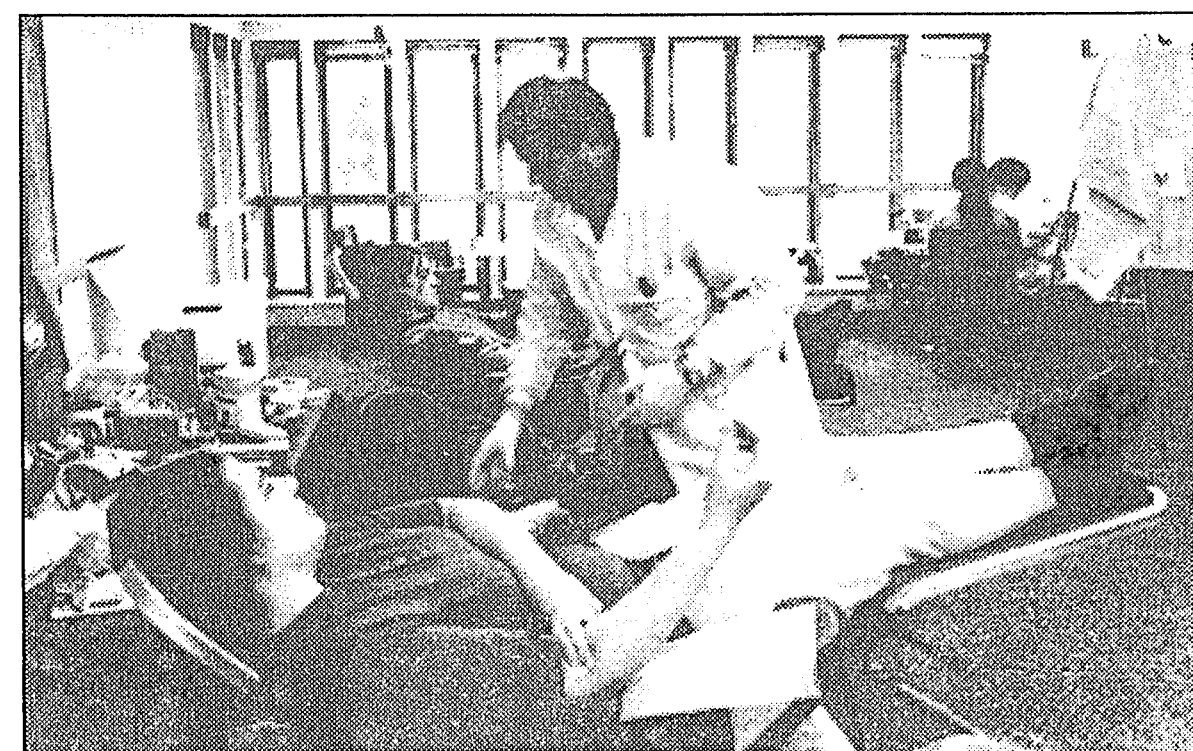


Photo by Sean Dameron
A Red Cross volunteer attends to Jeri Cary, an administrative secretary at the Egan Library (front), and Christa Grabenstein, a two-year degree candidate (back), as they gave blood in the Mourant Building recently.

MYTHS AND FACTS ABOUT HEAD LICE

Myth: Head lice are a sign of poor hygiene.

Fact: Head lice prefer clean heads of hair and thrive on hosts with good hygiene habits.

Myth: Head lice are usually found on reclusive and/or poor people.

Fact: Head lice are socially transmitted and found in all social classes.

Myth: Head lice jump from one person to another who is in close proximity.

Fact: Lice don't jump or fly. They have to walk or climb onto their host.

Myth: Lice eggs make your scalp itch and can be harmful to a person.

Fact: Nits are completely harmless, it is the saliva from adult lice that causes itching.

Myth: Short hair prevents head lice contagion better than long hair.

Fact: Lice live on the skin not in hair, so they do not care about hair length. Shorter hair is just easier to maintain and brush.

Myth: A vinegar or lemon juice soak can destroy lice infestation.

Fact: Although such "home remedies" have been known to kill some adult lice. The eggs will remain unaffected. Vinegar can be harmful to the scalp while lemon juice can be harmful to hair.

Myth: Items that are infested which cannot be washed should be thrown away or burned.

Fact: Most adult lice will die after 72 hours away from human contact, nits can survive up to thirty days. Lack of human contact will KILL lice.

HOW TO TREAT HEAD LICE

1. Avoid close social contact for the first 48 hours of the delousing process.

2. Avoid use of contaminated objects for about 10 days after they have been treated.

3. Use an anti-lice shampoo or cream rinse (such as Nix and Rid) to kill the live head lice.

4. Remove all lice eggs (nits) by backcombing with a fine tooth comb frequently.

5. Wash clothes, hats, linen, etc. in hot water and dry them on the "hot" cycle.

6. Soak combs, brushes, barrettes, etc. for at least an hour in an anti-lice solution.

7. Shampoo, vacuum, and clean carpet, rugs, furniture, mattresses, and pillows.

8. Try to find out who you contracted the lice from and inform them of the issue.

Perseverance does the 'Time Warp'

Managers of Douglas' Perseverance Theater won't allow 'super-soakers,' but they will hand out some "kits" that contain squirt guns, confetti, and teddy bears during upcoming performances of "The Rocky Horror Show." The production comes to the Perseverance main stage later this month with special midnight performances for hard-core fans.

As one of the tackiest productions ever put on stage, Rocky Horror is sometimes described as anti-"Sound of Music."

"The original show was a collage of old science fiction and horror movies pasted together with '70's glitz and the glue of sex, drugs and rock and roll," said the show's director, Anita Maynard-Losh. By their own admission, Perseverance's production is described as raw and raunchy, and it's only recommended for mature audiences.

This is the 25th anniversary of "Rocky Horror" which started as a small production in London in 1973, and was named best musical of the year by British drama critics. It was later made into a film the following year. The film tanked when it was first released, but it later gained cult status with midnight showings in the late '70's and early '80's.

In the Perseverance stage version, Rory Stitt plays Frank-n-Furter, the "sweet transvestite from Transsexual Transylvania." Ryan Spady is Rocky, Charles Cardwell is the Narrator, and Calley Lee Burton and Darius Jones are Janet and Brad. Musical direction is by Sally Smith and choreography by Shari Kochman.

A special free preview performance -- usually a full dress rehearsal to work out the kinks in the production -- is Sunday, Feb. 15 at 6 pm. Previews continue Tuesday, Feb. 17 and Thursday, Feb. 19 with a \$4 admission charge. Opening night is Feb. 20 at 8 pm.

For those used to throwing toilet paper, or screaming "Dammit, Janet!" whenever the repressed anti-heroine appears, Perseverance will accommodate with midnight performances Feb. 28, and March 7 and 14. Kits will also be sold that have soft things to throw at the stage (Actors do bruise, too!) and an etiquette sheet will be posted in the lobby. Tickets are \$15 and are available at Hearthside Books.

Student sues because his GPA was less than perfect

By College Press Service

GEORGETOWN, Texas — Austin Jones, a 1997 graduate of Southwestern University, wasn't happy with his 3.89 grade-point average and magna cum laude status.

He's suing the university for breach of contract because it changed its grading system — giving professors the option of adding pluses or minuses to letter grades — during his senior year. As a result, Jones says he was stripped of a 4.0. Jones told the Chronicle of Higher Education that he wants the university to change his transcript, give him a new diploma indicating summa cum laude and reimburse him \$14,000 for last year's tuition.

According to the Chronicle, Jones readily admits he wouldn't have been an A student if the new grading system had been in place when he entered the school in 1994.

"The (course) catalog says you have the right to rely on your degree requirements for 4-1/2 years after the time you enroll," said Jones, who is representing himself in the lawsuit.

"That was the grading system that I entered under, and that's what I was bound by. It's a matter of principle."

University officials have refused Jones' requests so far.

College freshman ask to watch what they eat -- for research

By College Press Service

HIRAM, Ohio — First-year students at Hiram College are making history by watching what they eat.

College administrators say almost the entire class of about 200 students is participating in a cholesterol study believed to be the first of its kind conducted on a college campus.

The study is designed to identify students with abnormal cholesterol levels and devise strategies to help them bring their cholesterol back into a normal range. Students will be monitored the entire four years they're on campus.

The college's offices of athletics, athletic training, counseling, dining services and student life are teaming to come up with strategies to help students keep their calories down and exercise up.

Exposure to cigarette smoke hardens arteries, study finds

By College Press Service

WASHINGTON — The more you smoke, the faster your arteries harden, new research shows.

A University of California at Los Angeles study suggests that the arteries of smokers, ex-smokers and people frequently exposed to second-hand smoke harden quicker than those of non-smokers. The process appears to be irreversible and increases the risk of heart attack and stroke.

Researchers also found that the speed at which the arteries harden, a condition known as atherosclerosis, is related to the length of time and number of cigarettes a person has smoked.



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Concerts every
Friday. 7-9pm.

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great food.

Friday, February 6th

UAS Student Government Candidate Meeting at the Mourant Cafeteria at 5:30 pm

Winterfest 98 continues...

Capture the Flag. Meet at the Mourant Cafeteria at 3:30 pm.

Fire and Ice. Bonfire, ice cream social and awards ceremony in the Chapel parking lot across from the Hendrickson Building. 7 pm

Barn Dance featuring Hillbillies from Mars and Odette Foster at St. Anne's from 7:30 to 11 pm. Admission is \$10.

Saturday, February 7th

Winterfest 98 continues...

Snowboard and downhill ski classes at Eaglecrest Ski Area starting at 8 am. Register at Student Activities. Snowboarding lesson is \$20 and includes rental and lift ticket. Learn to Ski package is \$15 and includes lesson, surface lift and ski rental. Transportation from UAS provided.

Dance Workshops (Waltz, Squares, and French Country) from 10 am to 2:30 at McPhetres Hall. \$5 each.

Extreme Skiing video at the Housing Lodge at 7 pm.

Sunday, February 8th

Contra Dance featuring Hillbillies from Mars and Jim Grammel at McPhetres Hall from 2 to 5. Admission is \$8.

Monday, February 9th

UAS Student Government Candidate Debate at the Mourant Cafeteria 12:30 to 2:30 pm.

Tuesday, February 10th

Free, live music in the Mourant Cafeteria at 7 pm.

Child safety and injury prevention program in the Mourant Building's Lake Room at 7 pm.

Wednesday and Thursday, February 11th and 12th

UAS Student Government Special Election. Polling places at the Mourant Building from 9 am to 5 pm, and the Housing Lodge from noon to 10 pm.

Sunday, February 15th

"Duck Soup", starring the 4 Marx Brothers at JDHS Auditorium at 2 pm. Tickets at the door only. \$5 families, \$3 adults, and \$1 for students.

Wednesday, February 18th

Love Makes a Family: Living in Lesbian and Gay Families photo-text exhibit at Egan Library until Feb. 22.

Effective Parenting Workshops start and run every Wednesday 6:30 to 9:30 pm through March 25th. For more information, call Robert Sewell at 790-6159.

Financial aid workshop in HB110, 10am.

Wednesday through Friday, February 18th through 20th

University of Alaska's Board of Regents meet in Juneau's Baranof Hotel starting at 8 am.

Sunday, February 22nd

Renaissance Faire featuring medieval music and entertainment at Centennial Hall from noon to 4 pm.

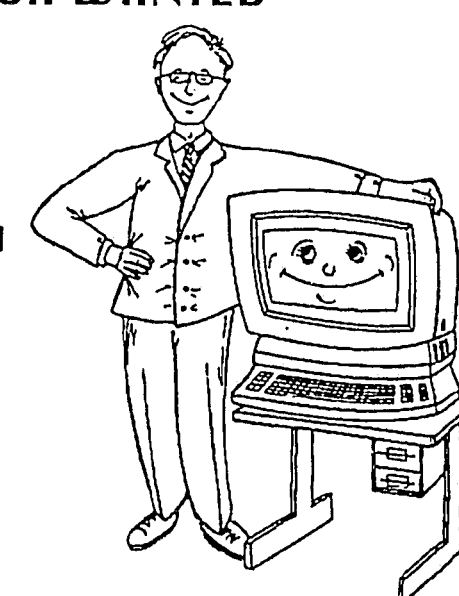
Saturday, February 28th

Mardi Gras featuring a Seattle Cajun band at the Nugget Mall at 9 pm.

COMPUTER OPERATOR WANTED

Technician needed to run video editing software using Adobe Premiere/Photoshop on Power Mac platform. Must be able to learn through the use of manual and minimum instructions. Mac experience is helpful. Flexible part-time hours. \$13.00/hr. Send resume to:

Michael Pierce
P.O. Box 23027
Juneau, AK 99802



Mexico...

Continued from page 5

Community of Friends

After speaking with Bellagh and a number of students, what became evident was just how successful the group had been and how close they became.

"The community really came together, not just as a class, but as a community of friends," said Bellagh. He also commented that on many occasions the group would prefer to stay in the hotel together and play guitar instead of going out as "everybody just enjoyed being together."

Fiscus emphasized this point by commenting that "the best thing about the trip, the very best thing was the group dynamics, everyone was thrown together and got along" and further still that "I made better friends on this trip than I have in all my years at college."

Bellagh admits that he was apprehensive about the group before the trip and feared how they would react to each other and to the trip in general. Many students had never traveled outside Alaska before and were getting passports for the trip. Also many of the students had only met each other briefly before the trip. "Three days into the trip everyone was so amazingly enthusiastic about what they were seeing, about who they were with and were dividing themselves into groups," Bellagh said. He praised Appella who he described as "fantastic and lively" and who "really livened up the group."

Fiscus attributes the group's success to Bellagh's relaxed and open character.

"As a teacher and a leader he put out really good vibes and I think that everybody followed that first feeling. He was so relaxed and put everyone at ease."

Fiscus also applauded their positive attitude and approach even in difficult situations. He recalled one journey where four people didn't have a seat throughout the journey from 1 am to 3 am and were forced to remain standing.

"We arrived at our destination at three in the morning, but there were no complaints from the students, they took it all as part of adventure traveling, they really took it as it came."

He also related how the group entertained themselves on one particularly long train journey. "Half-way through the trip we decided that we wanted to make guacamole. We had 15 avocados, some onions and tomatoes. So we found a big shoebox and lined it with a big plastic bag. Everyone took a vegetable and cut it up and then about five minutes later we had about two gallons of guacamole, as everyone was chopping at the same time. We poured it into a box and mixed it up and we ate it through the whole trip!"

A number of times Bellagh declared in clearly in disbelief "not a single thing went wrong," explaining that his biggest fear was "what if someone ends up in hospital? what will the rest of the group do?" Despite a few bouts of diarrhea, a common travel devil, there were no illnesses. Bellagh also feared what would happen if any of the students got too sick to travel on the buses and trains, which was their mode of transportation.

The only incident that did occur was that two students, Fiscus and Finley, became separated from the group after four days. However, there was no alarm and the two students eventually met with the rest of the group in the next town. In fact, Fiscus said of the occasion that "it was one of the most fun things we did." There were a few horror stories to be told about close encounters with gigantic spiders and a rhinoceros beetle that set a few hairs on edge, even of the most courageous souls!

Several students expressed their appreciation of Mexican cuisine. Finley fondly recalled the tacos, which he said were "incredible" and expressed disappointment that the tacos that you find in Juneau are not quite as authentic as the Mexican version. However, Leanne Beardslee, a Spanish student whom was pregnant during the trip was forced to admit many occasions "her baby didn't like tacos."

Rich and Poor

With regards to culture and traditions, Fiscus explains how she was most surprised by Mexican hospitality. "People were so nice, they really say to you, this is your house. You're only there for 20 minutes but they really make such an effort to make you feel at home," she said.

Finley was struck by the discrepancy between the rich and the poor, stating that "there is no middle ground". Recalling an occasion when they had stayed in a house owned by a lawyer. He describes the house as having "three bedrooms, two stories and a swimming pool and all around it there were concrete huts with chickens outside." He even remarked on the rich people tending to have physiological differences.

The standard of living varied greatly and was very much a question of money.

"If you had the money you could find a standard of living above that you generally find in the States. Although, the standard of living that the poor experienced, you would never find in the States," said Fiscus.

Finley also observed that they tend to kiss a lot, which is clearly a Mexican custom but which they were not

familiar with. He recalled being surprised when the girl of a friend came up and kissed him, although he soon realized this was just a Mexican tradition and that he wasn't being harassed!

Danner, remarked that the local people often regarded the group with curiosity.

"I think we were the only men with beards, shorts and sandals in the whole of Mexico," he said.

The students got plenty of opportunity to interact with locals and to practice their Spanish by completing their daily assignments. "We didn't speak a lot of Spanish with the group, but when we split up and went places we were forced to use it. We used a lot of practical Spanish like getting a taxi to go somewhere, finding a hotel etc," said Danner.

Christmas Frisbee

Bellagh recounts how Christmas day was spent playing frisbee at the zócalo, which is in downtown Mexico City. He describes the event as being "fantastic for two reasons."

"First of all, it was like playing in front of the capital building in a huge open space," he said.

"And secondly, so many Mexicans whom were sitting watching, curious, and not familiar with the frisbee, joined in the game right away."

Bellagh goes on to tell how before long they were playing half-Mexican against half the class. With the students teaching the Mexican's to play frisbee. Bellagh believes that this taught the students a valuable point "that words are not all that important, it showed them that there are a lot of ways to connect with people, not just talking."

He also praised his student's positive reaction to the cultural differences they encountered. Which he states at times "were very blatant, such as people begging in the streets, seeing the amount of poverty around them, but also seeing the willingness of people to interact with them and the intrigued look they received from local people. Mexican people were very pleased by how students made an effort to speak Spanish."

On speaking to a number of students, it was clear to see that everybody had gained something from the trip and that it had been a valuable and rewarding experience. Danner felt that he had improved greatly as a result of the trip, "not just with the vocabulary that I learned but especially in the confidence that it has given me."

"I think that I have more questions now than before, but I don't think that I know anything really about the people," Fiscus said, "I asked a lot of questions and I go a lot of impressions but I don't think that I was there long enough to really know." She concluded by describing the trip as "a killing, growing experience."

Finley learned that "it showed you how good life could really be, for anyone who had never had an experience like that before or such good friends."

Bellagh remarked that he "felt that the 201 students got far more out of the trip Spanish wise than the 101 students. Except if you count that burst of energy that 101 students now have, as well as a reason for learning Spanish."

At the end of the trip many of the students decided to stay on longer for some recovery time. Danner admitted to finding the traveling tiring at times. "It seemed as though everyday we were on the move."

"It was so exhausting speaking Spanish all day," said Fiscus.



Photo by Arlo Midgett

Spanish Professor Rick Bellagh plays Frisbee on a sunny Christmas morning in Mexico City's zócalo (central plaza.)

Bellagh was delighted with the trip's success describing it as being a "100 percent success" and which "is a great boost for the Spanish program." He is already hoping to organize another trip for next year, this time to Ecuador, if there is funding and approval from the dean, John Pugh. There has already been a lot of interest from students. Bellagh anticipates that he may have to limit numbers, which he says will be the hard part. Although he has suggested that if there is a great demand, he would entertain the idea of running two trips simultaneously to Ecuador, which would have to be lead by enough faculty members to make that possible.

So, if you missed out on the last trip, make sure you're on the next trip! Although Bellagh admitted it was hard to give up the family time and organize the trip instead of recuperating from the previous semester, he still enjoyed the trip.

Bellagh also said that they are now putting together a project about their vacation, which will be displayed shortly in the library. Danner also informs us that he is hoping at some point to set up a web page from the trip, so be on the look out!

UAS Classifieds

For Sale

--Moving Sale-- TV's (25" & 19"), VCR, Tables, Chairs, Sofas, Component Stereo System, Dressers, Desks, and a whole lot more. Call 789-1443.

1982 Subaru, 2-door, extra tires; \$500. 1995 Yamaha 350EX 4-Wheeler, 1985 Honda 90 3-Wheeler, ATV trailer; \$3,600 package deal. Call Dave at 789-4204 or leave message.

Help Wanted

Wanted: Caring, energetic, creative men and women to provide respite for youth who experience developmental disabilities. \$7.50-\$10.00/hr. Call Mary Nelson, REACH, Inc. 586-8228.

Perseverance Theatre is seeking a drummer, 2 follow-spot operators, 1 video operator, and 1 dresser for upcoming production of THE ROCKY HORROR SHOW. These are paid positions which start immediately for the run of the show through March 22. Interested applicants should call Susan Wilder at 364-2421, ext. 26.

Miscellaneous

Scholarship Workshop Feb 18th 10:00am at HB 110. Learn how to write a winning application.

New student government meeting time. 3:00pm on Fridays. Come and learn about the issues.